

Grade 5 Montana Standards	Novice	Partially Proficient	Proficient	Advanced
	<p>A student who performed at this level did not meet grade-level expectations in this subject and needs considerable support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>	<p>A student who performed at this level partially met grade-level expectations in this subject and needs support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>	<p>A student who performed at this level met grade-level expectations in this subject. The student has demonstrated the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>	<p>A student who performed at this level exceeded grade-level expectations. The student has demonstrated mastery of the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>
RL.5.1	Answer questions about a text when explaining what the text says explicitly.	Quote accurately from a text when explaining what the text says explicitly.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1)	Quote accurately and use strong, implicit text evidence as support when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Identify an overt theme of a story, drama, or poem from key details in the text; identify key events of a text, including texts by and about American Indians.	Determine a theme of a story, drama, or poem from explicit details in the text, including how characters respond to events; identify key events and/or details that belong in a summary, including texts by and about American Indians.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text; and include texts by and about American Indians. (RL.5.2)	Analyze how implicit details in a story, drama, or poem contribute to a theme, including how characters are developed or how a poem's speaker practices personal reflection or reflection on a topic; succinctly summarize the text, including texts by and about American Indians.
RL.5.3	Identify how characters, settings, or events in a story or drama are similar drawing on explicit details from the text.	Describe how characters, settings, or events in a story or drama are similar or different drawing on explicit details in the text.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (RL.5.3)	Analyze how characters, settings, or events in a story or drama compare and contrast, drawing on implicit details from the text.
RL.5.4	Determine the meaning of a word or phrase as it is used in a text based on explicit context.	Determine the meaning of a word or phrase as they are used in a text, including common similes or metaphors based on explicit context.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)	Analyze the use of words and phrases on the meaning of a text, including figurative language such as extended metaphors and similes, based on implicit context.

RL.5.5	Identify the overall structure of a story, drama, or poem.	Refer to chapters, scenes, or stanzas when describing the overall structure of poems, drama, and prose.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5)	Analyze and explain how chapters, scenes, or stanzas contribute to the overall meaning of a story, drama, or poem when referring to implicit details the text.
RL.5.6	Identify the point of view of the narrator or character in a text, including works by and about American Indians.	Describe a narrator's or speaker's point of view, including works by and about American Indians.	Describe how a narrator's or speaker's point of view influences how events are described; include perspectives of American Indians. (RL.5.6)	Analyze how the point of view of the narrator or the characters affects how the events or characters are described; include perspectives of American Indians.
RL.5.7	Identify how a visual or multimedia element connects to the text (e.g., graphic novel, multimedia presentation of fiction, folktale, or myth, poem).	Identify how a visual or multimedia element provides additional details to the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, or poem).	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (RL.5.7)	Analyze how connections between a visual and multimedia elements contribute to the meaning, tone, or beauty of a text, referring to specific descriptions or details as evidence of the implied connection.
RL.5.8	<i>N/A to Literature</i>	<i>N/A to Literature</i>	<i>N/A to Literature</i>	<i>N/A to Literature</i>
RL.5.9	Identify similar themes and topics in the same genre (e.g., mysteries and adventure stories, including traditional and contemporary stories by and about American Indians).	Compares and contrasts similar themes and topics in the same genre (e.g., mysteries and adventure stories, including traditional and contemporary stories by and about American Indians).	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories, including traditional and contemporary stories by and about American Indians) on their approaches to similar themes and topics. (RL.5.9)	Analyze how the themes and topics in stories and traditional and contemporary literature from different cultures (e.g., mysteries and adventure stories, including traditional and contemporary stories by and about American Indians) compare and contrast based on specific and relevant details.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the low end of the Grades 4-5 text complexity band.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently. (RL.5.10)	By the end of the year, read, comprehend, and analyze literature, including stories, dramas, and poetry, at the low end of the Grades 5-6 text complexity band independently and proficiently.

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RI.5.1	Answer questions about a text when explaining what the text says explicitly.	Quote accurately from a text when explaining what the text says explicitly.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)	Quote accurately and use strong, implicit text evidence as support when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Identify a main idea and supporting key details of a text.	Determine two or more main ideas using key details in the text; identify key details that belong in a summary.	Determine two or more main ideas of a text, explain how they are supported by key details, and summarize the text. (RI.5.2)	Analyze how two or more main ideas are supported in a text, referring to relevant details and implicit evidence; succinctly summarize the text.
RI.5.3	Identify key relationships or interactions between two or more individuals, events, ideas, in a historical, scientific or technical text, including texts by and about American Indians.	Describe key relationships or interactions between two or more individuals, events, ideas, in a historical, scientific, or technical text, based on explicit information in the text and include texts by and about American Indians.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text and include texts by and about American Indians. (RI.5.3)	Analyze how relationships or interactions between two or more individuals, events, ideas, or concepts are supported in a historical, scientific, or technical text based on implicit information in the text, including texts by and about American Indians.
RI.5.4	Identify the meaning of high-frequency general academic words or phrases in context relevant to a Grade 5 topic or subject area.	Identify the meaning of general academic words and phrases in context relevant to a Grade 5 topic or subject area.	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a Grade 5 topic or subject area. (RI.5.4)	Analyze the use of academic and domain specific words and phrases on the meaning of a text relevant to Grade 5 topics and subject areas.

RI.5.5	Identify the structure (e.g., chronology, comparison, cause/effect, problem/solution) in a text, using explicit details from the text.	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)	Analyze how the text structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts contributes to the overall meaning of the text.
RI.5.6	Identify information shared between two texts on the same event or topic, including those of American Indians.	Compare and contrast multiple accounts of the same event or topic, including those of American Indians, and identify the differences in the information provided.	Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent. (RI.5.6)	Analyze how differences between multiple accounts of the same event or topic influence the focus or information provided, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent.
RI.5.7	Identify information from multiple print or digital sources to locate an answer to a question.	Identify information from multiple print or digital sources, demonstrating the ability to locate an answer to a question.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)	Analyze how information from multiple print or digital sources contributes to an understanding of the text in which it appears, demonstrating the ability to locate the answer to multifaceted questions quickly or solve a complex problem efficiently.
RI.5.8	Identify explicit reasons and evidence to support a specific point in a text.	Identify which reasons or evidence an author uses to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)	Analyze how an author uses reasons and implicit and explicit evidence to support particular points in a text, explaining which reasons and evidence support each point.
RI.5.9	Identify key information from several texts on the same topic to write or speak about the subject.	Use key information from several texts on the same topic in order to write or speak about the subject.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)	Analyze how information from several texts on the same topic is presented, using specific information and relevant details from each text as support to write or speak about the subject knowledgeably.

RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies and science, and technical texts, at the low end of the Grades 4-5 text complexity band.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently. (RI.5.10)	By the end of the year, read, comprehend, and analyze informational texts, including history/social studies, science, and technical texts, at the low end of the Grades 5-6 text complexity band independently and proficiently.
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W.5.1	Write opinion pieces on topics or texts:	Write opinion pieces on topics or texts, supporting a point of view with reasons:	Write opinion pieces on topics or texts, supporting a point of view with reasons and information:	Write well-organized opinion pieces with clear structure, strong reasoning, and relevant evidence:
	<ul style="list-style-type: none"> state a topic sentence, state an opinion, and use an organizational structure 	<ul style="list-style-type: none"> introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped 	<ul style="list-style-type: none"> introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose 	<ul style="list-style-type: none"> introduce a topic or text clearly, state an analytical opinion, and create a logical organizational structure to support the writer's purpose using logically grouped reasons and evidence to provide a rationale for the stated opinion
	<ul style="list-style-type: none"> identify reasons that are supported by facts and key details 	<ul style="list-style-type: none"> provide reasons that are supported by facts and details 	<ul style="list-style-type: none"> provide logically ordered reasons that are supported by facts and details 	<ul style="list-style-type: none"> provide a well-structured argument with a logical flow, in which each reason builds upon the previous one, and reasoning is supported by relevant facts, details, and examples
	<ul style="list-style-type: none"> use linking words to connect opinion and reasons 	<ul style="list-style-type: none"> use linking words and phrases to connect opinion and reasons 	<ul style="list-style-type: none"> link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) 	<ul style="list-style-type: none"> use linking words and phrases to effectively connect opinion to relevant and specific reasons within and between paragraphs
	<ul style="list-style-type: none"> provide a concluding sentence or section. 	<ul style="list-style-type: none"> provide a concluding statement or section that restates the topic or opinion. 	<ul style="list-style-type: none"> provide a concluding statement or section related to the opinion presented. (W.5.1) 	<ul style="list-style-type: none"> provide a concluding statement or section that effectively connects and reinforces the topic or opinion.
W.5.2	Write informative/explanatory texts about a topic and convey ideas and information:	Write informative/explanatory texts to examine a topic and convey ideas and information:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:

	<ul style="list-style-type: none"> introduce a topic and group related information together 	<ul style="list-style-type: none"> introduce a topic and group related information together in sections using formatting (e.g., headings) 	<ul style="list-style-type: none"> introduce a topic clearly, provide a general observation and focus, and group related information logically and include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension 	<ul style="list-style-type: none"> provide a clear introduction, provide an insightful observation and specific focus, create a logical organizational structure to connect related information Including appropriate formatting, relevant illustrations and multimedia to aid comprehension
	<ul style="list-style-type: none"> list facts, definitions, and details related to the topic 	<ul style="list-style-type: none"> provide facts, definitions, details, and quotations that develop the topic 	<ul style="list-style-type: none"> develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic 	<ul style="list-style-type: none"> develop the topic with specific and relevant facts, definitions, details, quotations, examples, and information that clearly supports the topic
	<ul style="list-style-type: none"> use linking words and phrases to categorize information 	<ul style="list-style-type: none"> use linking words and phrases to connect information within a category 	<ul style="list-style-type: none"> link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) 	<ul style="list-style-type: none"> use precise linking words, phrases, and clauses to connect ideas across categories of information
	<ul style="list-style-type: none"> use general language to inform about or explain the topic 	<ul style="list-style-type: none"> use language and domain-specific vocabulary to inform about or explain the topic 	<ul style="list-style-type: none"> use precise language and domain-specific vocabulary to inform about or explain the topic 	<ul style="list-style-type: none"> use precise academic language and domain-specific vocabulary to inform about or explain the topic effectively and vocabulary contributes to a coherent and cohesive explanation about a topic
	<ul style="list-style-type: none"> provide a concluding statement or section. 	<ul style="list-style-type: none"> provide a concluding statement or section that restates the topic. 	<ul style="list-style-type: none"> provide a concluding statement or section related to the information or explanation presented. (W.5.2) 	<ul style="list-style-type: none"> provide a concluding statement or section that effectively connects and reinforces the information of explanation presented.
W.5.3	Write narrative texts about real or imagined experiences or events:	Write narratives to develop real or imagined experiences or events using descriptive details and clear event sequences:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
	<ul style="list-style-type: none"> establish a situation or introduce a narrator and/or characters 	<ul style="list-style-type: none"> establish a situation and introduce a narrator and/or characters and organize an event sequence 	<ul style="list-style-type: none"> orient the reader by establishing a situation and introducing a narrator and/or characters and organize an event sequence that unfolds naturally 	<ul style="list-style-type: none"> establish a situation and introduce a narrator and/or characters using descriptive language, and organize an event sequence that purposefully advances the plot or narrative

	<ul style="list-style-type: none"> • use brief description to develop experiences, events, and characters 	<ul style="list-style-type: none"> • use narrative techniques, such as description and dialogue, to develop experiences and events or show the responses of characters to situations 	<ul style="list-style-type: none"> • use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations 	<ul style="list-style-type: none"> • skillfully use narrative techniques, such as dialogue, pacing, and description, to develop experiences and events and/or deepen character development
	<ul style="list-style-type: none"> • use transition words to indicate event sequence 	<ul style="list-style-type: none"> • use transition words and phrases to manage the sequence of events 	<ul style="list-style-type: none"> • use a variety of transitional words, phrases, and clauses to manage the sequence of events 	<ul style="list-style-type: none"> • incorporate a variety of transitional words, phrases, and clauses to advance the sequence of events throughout the narrative
	<ul style="list-style-type: none"> • use concrete words to convey experiences and events 	<ul style="list-style-type: none"> • use concrete words and phrases and sensory details to convey experiences and events 	<ul style="list-style-type: none"> • use concrete words and phrases and sensory details to convey experiences and events precisely 	<ul style="list-style-type: none"> • use abstract words and phrases and descriptive sensory details to convey experiences and events precisely
	<ul style="list-style-type: none"> • provide a sentence that restates the main events. 	<ul style="list-style-type: none"> • provide a concluding sentence that relates to the narrated experiences or events. 	<ul style="list-style-type: none"> • provide a conclusion that follows from the narrated experiences or events. (W.5.3) 	<ul style="list-style-type: none"> • provide a meaningful conclusion that conveys a lesson learned or leaves a lasting emotional impression.
W.5.4	Produce writing in which the organization is appropriate for the task and purpose.	Produce writing in which the development and organization are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)	Produce clear and coherent writing in which the development and organization demonstrate a sophisticated understanding of the task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, revise and edit a draft based on clear feedback in the form of directions and/or corrections.	With guidance and support from peers and adults, strengthen writing by revising, editing, and rewriting as needed.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5)	Skillfully plans, revises, edits, rewrites, or trying a new approach as needed to strengthen writing to improve clarity, organization, and style, seeking feedback from peers and adults as needed.
W.5.6	With guidance and support from adults, use technology to produce and publish writing.	With guidance and support from adults, use technology to produce and publish writing, and demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6)	Uses technology independently, including the Internet, to research a topic, engage in collaborative groups, produce and publish writing, demonstrating advanced keyboarding skills to improve writing quality and presentation of published work.

W.5.7	Conduct short research projects by using a single, reliable source to ask and answer questions about a topic, including topics and/or sources by and about American Indians.	Conduct short research projects using a limited range of sources to answer different aspects of a topic, including topics and/or sources by and about American Indians.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and include sources and/or topics by and about American Indians. (W.5.7)	Use a wide range of reliable sources, including those by and about American Indians, to conduct thorough research to investigate various aspects of a topic, including sources and topics by and about American Indians.
W.5.8	Recall key information from experiences or gather information from print and digital sources; summarize or paraphrase key information in notes or finished work, and cite at least one source.	Recall information from experiences and gather information from print and digital sources; summarize or paraphrase information in notes and finished work, provide a short list of two to three sources.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work; and provide a list of sources. (W.5.8)	Synthesize information from experiences and gather a variety of information from diverse print and digital sources; use a concise summary or paraphrasing of information in notes and finished work; and provide a complete list of sources.
W.5.9	Draw evidence from literary or informational texts to support research:	Draw evidence from literary or informational texts to support reflection and research:	Draw evidence from literary or informational texts to support analysis, reflection, and research:	Draw evidence from a variety of literary or informational texts to support analysis, reflection, and research:
	<ul style="list-style-type: none"> • apply Grade 5 reading standards to literature with minimal complexity (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].") 	<ul style="list-style-type: none"> • apply Grade 5 reading standards to literature with minimal to moderate complexity (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].") 	<ul style="list-style-type: none"> • apply Grade 5 reading standards to literature (e.g., "and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].") 	<ul style="list-style-type: none"> • apply Grade 5 reading standards to literature with high complexity (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].")
	<ul style="list-style-type: none"> • apply Grade 5 reading standards to informational texts with minimal complexity (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.") 	<ul style="list-style-type: none"> • apply Grade 5 reading standards to informational texts with minimal to moderate complexity (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.") 	<ul style="list-style-type: none"> • apply Grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].") (W.5.9) 	<ul style="list-style-type: none"> • apply Grade 5 reading standards to informational texts with high complexity (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.")
W.5.10	Write routinely over short time frames (a single sitting or periods during a day) for general tasks, purposes, and audiences.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or periods during a day) for discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10)	Manage time effectively for extended writing projects and shorter writing tasks for discipline-specific purposes, tasks, and audiences by demonstrating strong research skills, thoughtful reflection, and thorough revision.

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L.5.1	Demonstrate a beginning command of standard English grammar and usage when writing or speaking.	Demonstrate a developing command of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate an advanced command of the conventions of standard English grammar and usage when writing or speaking.
	a. Identify conjunctions, prepositions, and interjections in a sentence.	a. Use conjunctions, prepositions, and interjections in a sentence.	a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	a. Evaluate the appropriate use of conjunctions, prepositions, and interjections in complex and compound sentences, explaining which is used for various functions within the sentences.
	b. Use regular verb tenses.	b. Identify perfect verb tenses.	b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	b. Apply patterns when using perfect verb tenses, including those that follow uncommon rules or exceptions.
	c. Identify verb tenses that convey various times and/or sequences.	c. Use verb tenses that convey various times and/or sequences.	c. Use verb tense to convey various times, sequences, states, and conditions.	c. Analyze how use of verb tenses convey various times, sequences, states, and conditions and apply the most appropriate one based on a specific condition.
	d. Identify various verb tenses.	d. Recognize inappropriate shifts in verb tense.	d. Recognize and correct inappropriate shifts in verb tense.	d. Evaluate the appropriateness of shifts in verb tense in certain cases and/or explain why a shift in verb tense may be inappropriate.

	e. Identify common conjunctions.	e. Identify correlative conjunctions.	e. Use correlative conjunctions (e.g., either/or, neither/nor). (L.5.1)	e. Evaluate the appropriate use of correlative conjunctions and revise errors as needed.
L.5.2	Demonstrate a beginning command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate a developing command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate an advanced command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	a. Understand that commas are required when separating items in a series.	a. Identify where commas are needed to separate items in a series.	a. Use punctuation to separate items in a series.	a. Evaluate the appropriate use of punctuation to separate items in a series and revise errors as needed.
	b. Identify introductory elements in a sentence, including common transition words and phrases.	b. Identify introductory elements in a sentence, including prepositional phrases and dependent clauses.	b. Use a comma to separate an introductory element from the rest of the sentence.	b. Evaluate the appropriate use of commas to separate introductory elements, including participial and adverbial phrases, and revise errors as needed.
	c. Use a comma to set off the words yes and no (e.g., Yes, thank you).	c. Use a comma to set off the words yes and no (e.g., Yes, thank you) and to indicate direct address (e.g., Is that you, Steve?).	c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	c. Evaluate the use of commas to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address, recognizing and revising errors as needed.
	d. Identify the titles of works.	d. Recognize that titles require formatting (e.g., underlining, quotation marks, or italics).	d. Use underlining, quotation marks, or italics to indicate titles of works.	d. Apply the correct formatting to indicate titles of works, recognizing and correcting formatting errors based on the type of work.
	e. Identify the correct spelling of a high frequency grade-level word.	e. Spell high frequency grade-level words correctly, consulting references as needed.	e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2)	e. Spell above-grade-level and/or unfamiliar words correctly, consulting references as needed.
L.5.3	Use beginning knowledge of language and its conventions when writing, speaking, reading, or listening.	Use developing knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use advanced knowledge of language and its conventions when writing, speaking, reading, or listening.
	a. Combine or expand sentences for meaning.	a. Expand, combine, and reduce sentences for meaning.	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	a. Evaluate sentences for meaning, reader/listener interest, and style, refining sentences to create variation and impact on the reader/listener.

	b. Identify differences in language used in a story, drama, or poem.	b. Compare and contrast language used in a story, drama, or poem.	b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3)	b. Analyze how the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems affects meaning and conveys a variety of effects.
L.5.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on beginning grade 5 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on developing grade 5 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on advanced grade 5 reading and content, choosing flexibly from a range of strategies.
	a. Identify the meaning of a word based on explicit sentence-level context.	a. Use sentence-level context as a clue to the meaning of a word or phrase.	a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase	a. Use implicit paragraph-level context as a clue to the meaning of a word or phrase.
	b. Identify the meaning of an unknown root word with a known affix.	b. Identify the meaning of an unknown word with common, grade-appropriate affixes or roots.	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	b. Determine the meaning of an unknown word that is formed when a lesser-known affix from various derivations is added to a root.
	c. Choose the appropriate reference material to determine the meaning of a keyword.	c. Use reference materials, both print and digital, to determine the meaning of key words and phrases.	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4)	c. Determine or clarify the precise meaning, pronunciation, and derivation of words and phrases as they are used in a text by consulting the appropriate print or digital reference materials.
L.5.5	Demonstrate a beginning understanding of word relationships and nuances in word meanings.	Demonstrate a developing understanding of word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate an advanced understanding of word relationships and nuances in word meanings.
	a. Identify simple similes in context.	a. Identify the meaning of simple similes and metaphors in context.	a. Interpret figurative language, including similes and metaphors, in context.	a. Interpret and explain the meaning of similes and extended metaphors in context.
	b. Identify the meaning of common idioms in context.	b. Identify the meaning of common idioms, adages, and proverbs in context.	b. Recognize and explain the meaning of common idioms, adages, and proverbs.	b. Analyze the use of idioms, adages, and proverbs in context and their impact on meaning.
	c. Identify antonyms and their relationship as opposites.	c. Identify the relationship among words with similar (synonyms) and opposite (antonyms) meanings.	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5)	c. Distinguish shades of meaning among related words with subtle connotative differences among synonyms, and those with opposing meanings.

L.5.6	Use grade-appropriate general academic words and phrases, including those that signal contrast and addition.	Use grade-appropriate general academic and domain-specific words and phrases, including those that signal signal contrast and addition.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). (L.5.6)	Acquire and use accurately grade-appropriate and above grade-level general academic, and domain-specific words and phrases, including those that signal contrast, addition, and subtle logical relationships.
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